

Pre-service Teachers as Lifelong Learners: University Facilities for Promoting Their Professional Development

Necla KÖKSAL*

Suna ÇÖĞMEN**

Suggested Citation:

Köksal, N. & Çöğmen, S. (2013). Pre-service teachers as lifelong learners: University facilities for promoting their professional development. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 53, 21-40.

Abstract

Problem Statement: Many countries pay more attention to the modern concept of lifelong learning as an educational issue with the Bologna Process. As higher education has a significant role to play in the lifelong learning of teachers, pre-service teachers need supportive learning environments that foster the culture of lifelong learning at the faculties. Hereby, it could be stated that the quality of educational life at a university affects pre-service teachers' training and their continuous development as individuals.

Purpose of the Study: The purpose of this study is to examine pre-service teachers' views about university facilities and lifelong learning.

Method: This research was designed as a mixed-method study, and a concurrent triangulation strategy was used to explore pre-service teachers' views about university facilities and lifelong learning. A 20-item, self-report instrument was used in order to measure pre-service teachers' views, and a semi-structured interview form was developed by the researchers for the qualitative data.

Findings and Results: According to the findings, pre-service teachers think that most of the university facilities supporting lifelong learning are insufficient. They claimed that a lifelong learner should learn a foreign language, participate in a project and join the seminars to catch up with a global environment. The university's provision of social activities for pre-service teachers does not support them as independent learners, in spite of their personal willingness to learn independently.

* Corresponding author: Dr. Pamukkale University, Faculty of Education.e_mail: neclakoksal@gmail.com

** Res. Assist. Pamukkale University, Faculty of Education. E-mail: em.sun@gmail.com

Conclusions and Recommendations: The results of current research clearly indicate that pre-service teachers have still some problems about the conditions of their university. They think that the university facilities do not meet their needs or make them feel part of the university. For future studies, researchers should be encouraged to use longitudinal studies in which first to fourth-year student teachers evaluate the contributions of the university toward lifelong learning. Also, a comprehensive study on lifelong learning in which faculty management and teacher trainers can participate will provide an immense contribution to current literature.

Keywords: Lifelong learning, lifelong learner, pre-service teachers, university facilities, higher education

In a rapidly changing world, the concepts of teaching and being a teacher are also changing continuously. In this stream, teachers with advanced skills and capabilities are needed with a wide scope of competency to meet the needs of both the individual students and the society in light of economic, social, educational, political, and technological demands (Keung Ho & Hung Yip, 2003). This requires teachers “to adopt a different view of their role, and a different answer to the question ‘who am I as a teacher?’” (Korthagen, 2004, p. 82). Nowadays, lifelong learning is a key concept for individuals – and particularly teachers – to capture the needs of information and society as well as to identify their role in professional life.

“As an increasingly popular slogan in the field of European Union (EU) educational policy” (Dehmel, 2006, p. 49), lifelong learning has become a challenging term since the 70’s. The Commission of the European Communities (2001) defined lifelong learning as “(a)ll learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective” (p. 9). Correspondingly, in Turkey, the Ministry of National Education (MONE, 2009) clarifies lifelong learning in The Strategy Document of Lifelong Learning as “learning activities in which an individual participates throughout his/her life in order to develop his/her knowledge, skills, interests and abilities.” Medel-Anonuevo, Ohsako & Mauch (2001) proposed different characteristics of a lifelong learner, where the learner as an active and creative explorer of the world, is a reflexive and self-actualizing agent, and is an integrator of learning.

“While higher education was, for a long time, separated from the lifelong learning discourse that focused on vocational qualifications and professional skills, recent developments align higher education as an additional form of professional qualification” (Jakobi & Rusconi, 2009, p. 52). According to De La Harpe and Radloff (2000), universities should recognize the critical importance of developing lifelong learning as an outcome of a university education. In this context, this paper will show how the facilities of a school strengthen the motivation necessary for a learning environment. Hence, university support services are important components of the learning environment. In his article, Candy (1995) pointed out the three points which

are linked with lifelong learning outcomes: libraries and learning resource centres, computer-based education facilities, study skills, and learning-support units.

Teacher education is associated with certain values and the provision of relevant knowledge and skills to prepare them for the professional life (Dahlgren & Chiriac, 2009). One of the goals of lifelong learning is personal growth, which requires an individual to participate in his or her own learning. Teachers should be voluntary to improve their knowledge and skills for their personal growth. Coolahan (2002) valued the role teachers have in improving education and training young people to have the capacity and motivation to be lifelong learners. The rationale for this assertion is that "this will not happen unless the corps of teachers is themselves challenging, innovative and lifelong learners." (p. 13).

Faculties of education are responsible for training their students as competent teachers. In this context, teacher competencies serve as a guide for the policy of teacher training. Coolahan (2002) claimed that "the teaching profession is a key mediating agency for society" (p. 9) because it plays a significant role in social change and upheaval. The answer to the question of "what is a good teacher?" is changed according to the current determinants of social and political life. Learners will have to employ a vastly increased range of skills to survive, as society dictates an equally increased range of skills for the teacher, some of which are technology skills, research skills, self-improvement skills and inspirational skills (Longworth, 2003). These are the skills related to the characteristics of a lifelong learner, so teacher education should be revised itself in order to train teachers in these kinds of skills. According to Day (1999, p.2), "Continuing, career-long professional development is necessary for all teachers in order to keep pace with change and to review and renew their own knowledge, skills and visions for good teaching."

As an aspirant member of the EU, Turkey has been implementing many educational reforms to adapt to the Bologna criteria, one of which is the development of lifelong learning. Along with the EU candidacy process, many attempts such as Student Exchange Programs, the European Credit Transfer and Accumulation System (ECTS), and self-evaluation reports have been made in terms of lifelong learning. In Turkey, in 2006, the MONE made a decision about the professional development of the teaching occupation and identified teacher competencies with various stakeholders such as teachers, academics and administrators. Teacher competencies are defined as the knowledge, skills and attitudes that drive teachers to perform the teaching occupation effectively and efficiently (MONE, 2008). One of the goals of identifying teacher competencies is to help students "learn to learn". In order to help students learn to learn, a teacher should also have this skill.

Higher education has a significant role to play in the lifelong learning of teachers (Day, 1997). The university is not only an institution which reinforces the academic improvement of learners but is also a living space that provides individuals with various facilities supporting their personal, social and cultural improvement as lifelong learners. However, universities in Turkey have many problems. In a study conducted by the Higher Education Council (HEC) in 2006, according to the views of

deans and faculty members of faculties of education, pre-service teachers do not adjust to the process of EU membership. Some of the reasons are stated below:

- Foreign language teaching opportunities are not sufficient in the faculties of education.
- There is an inadequate usage of information technology.
- There is a prejudice to the EU (HEC, 2007).

There are also similar studies concerning the facilities of universities (Erdoğan, Şanlı & Şimşek, 2005; Çokluk Bökeoğlu & Yılmaz, 2007; Community Volunteers Foundation, 2009). These are the studies which were generally carried out with college students. Participants commonly considered the facilities of their universities insufficient, with a campus not designed according to the needs of students. Although there is a range of studies about lifelong learning, few attempts have been made to investigate the relation between teacher training and lifelong learning. Existing literature has generally explored the effects of learning strategies and settings for the development of undergraduate or graduate students from different institutions (Albasheer, Khasawneh, Abu Nabah & Hailat, 2008; Cornford, 2002; Day, 1997; De La Harpe & Radloff, 2000; Wang & Morgan, 2009). The studies about lifelong learning in Turkey focused on the conceptual framework of the term, and there seems to be a lack of research in the field (Beycioğlu & Konan, 2008; Budak, 2009; Demirel, 2009; Özcan, 2008). Only two research projects (Selvi, 2011; Demirel, 2011) could be found in literature, including lifelong learning and educational issues. This study contributes to the general body of knowledge concerning lifelong learning and pre-service teachers and the role of universities to support students to become lifelong learners in Turkey. In this concept, the purpose of this study is to examine pre-service teachers' views about university facilities and lifelong learning.

Method

Research Design

This research was designed as a mixed-method study, and a concurrent triangulation strategy was used to explore pre-service teachers' views about university facilities and lifelong learning. "This model generally uses separate quantitative and qualitative methods as a means of offsetting the weakness inherent within one method with the strengths of the other method. In this case, the quantitative and qualitative data collection is concurrent happening in one phase of the research study" (Creswell, 2003, p. 217).

Research Sample

Participants of quantitative study. The participants were 365 pre-service teachers in their fourth year of undergraduate studies at the Faculty of Education at Pamukkale University. The fourth-year students are more experienced in university life, and it is supposed by the researchers that they have more comprehensive views about the facilities of their university. The demographic features of the participants are displayed in Table 1.

Table 1*Demographics of the Pre-service Teachers (n=365)*

<i>Variable</i>	<i>Level of Variable</i>	<i>N</i>	<i>%</i>
Gender	Female	249	68.2
	Male	116	31.8
Teaching Subject	Social Sciences Education	56	15.3
	Elementary Science Education	73	20
	Psychological Counselling and Guidance	53	14.5
	Turkish Education	38	10.4
	Elementary Education	91	24.9
	Preschool Education	54	14.8
	Student Club Membership	Yes	88
	No	277	75.9

Participants of qualitative study. For the qualitative data, interviews were conducted with six pre-service teachers attending the same departments (one from each). The pre-service teachers who volunteered to participate in the interview were distributed as two males and four females. Two of them were members of student clubs, and one of them has gone to Denmark as an exchange student in the Erasmus Programme for a semester. The pre-service teachers were coded as ISS, IS, IC, IT, IE and IP.

Research Instruments

Students' views about university facilities supporting learning questionnaire (UFSL). UFSL is a 20-item questionnaire developed by the researcher in order to explore pre-service teachers' views about university facilities. The questionnaire began with 43 items and was finalized at 20 items. A list of items was constructed based on the related literature. Forty-three selected items were evaluated by five experts from the Curriculum and Instruction and Measurement and Evaluation Departments. The 43 items were narrowed down to 33 that were administered to 344 students out of the final sample for the pilot study. Four items with a total correlation of less than .20 were removed. Factor analysis with Varimax rotation was conducted to assess the underlying structure for the twenty-nine items presented in the Students' Views about University Facilities Supporting Learning Questionnaire. Before the factor analysis, the Kaiser-Meyer-Olkin statistic calculated whether or not the data were suitable for the factor analysis. The Kaiser-Meyer-Olkin statistic ($KMO = .84$) indicated that the correlation matrix was suitable for factor analysis. Although there seems to be nine factors with eigenvalues higher than 1.00, the difference between the first and second factors is high. The first factor accounted for 21.63% of the variance, and the second factor accounted for 6.99% of the variance. Analysing the

scree plot, there is only one factor on the steep portion of the graph. Factor analysis was conducted again, and the analysis was limited by one factor. Nine items having factor loads under .40 were removed. The one factor accounted for 33.07% of the variance.

A revised "Students' Views about University Facilities Supporting Learning Questionnaire" only had 20 items. Pre-service teachers could score all items on a 5-point Likert scale ranging from (1) absolutely agree to (5) absolutely disagree. The internal consistency coefficient for the UFSL is $\alpha = .74$. The following are examples of the items given: "I think the foreign language learning opportunities at the university are sufficient", "The university facilities make me feel like I am a member of the university", and "The university provides enough facilities for me to use outside of courses."

A semi-structured interview form. In order to analyse the views of pre-service teachers about lifelong learning in-depth, a semi-structured interview form was developed by the researchers. After a review of literature, a list of questions was constructed and evaluated by five experts from the Curriculum and Instruction and Measurement and Evaluation Departments. Also, as a pilot study, the interview was made with four pre-service teachers. The interview form was revised, and the last form consisted of 14 questions about lifelong learning. Some of the questions asked during interviews were as follows: "How do you spend your time at the faculty or university after the courses?", "What does it mean 'to be a university student' for you?", "What do you think about lifelong learning?"

Procedure

In March and April 2010, students filled out the questionnaire during class time for duration of approximately 15 minutes. After collecting quantitative data, the interviews, which lasted between 20 and 40 minutes, were conducted individually in one of the author's rooms and tape-recorded. All interviews were conducted in Turkish. For the purpose of the study, some quotations have been carefully translated into English by the researchers.

Data Analysis

In order to analyse the views of pre-service teachers about university facilities, descriptive statistics, including frequency and percentage, were used to describe each item. The descriptive analysis was utilized in order to investigate the views of pre-service teachers about lifelong learning. The data gathered from interviews were coded by two researchers separately by using both the literature findings and the structure of the questions. The codes were compared, and inter-coder reliability was calculated by using the formula of "Reliability=No. of agreements/total number of agreements+disagreements*100" (Miles and Huberman, 1994). The reliability was found to be 81% for the analysis. The themes categorized by the researchers were confined into and discussed under the qualitative results derived from the interview questions. According to the questions, 10 themes and various codes under the themes were determined.

Results

Quantitative Results

The equation of $n-1/n$ was used to evaluate the views of pre-service teachers in terms of the total score of the questionnaire. According to this, the mean square between the scores of 4.20 and 5.00 is "Absolutely Agree"; 3.40-4.19 is "Agree"; 2.60-3.39 is "Neutral"; 1.80-2.59 is "Disagree" and 1.00-1.79 is "Absolutely Disagree".

The mean square of the questionnaire was found to be at the "disagree" level ($N = 365$, $M = 2.46$, $SD = .58$). Examples of some of the items are as follows: "The university provides enough facilities for me to use outside of courses" ("absolutely disagree", $n = 138$, 37.8%). "I think the orientation in our faculty is sufficient" ("disagree", $n = 135$, 37%). "I think the seminars, panels and conferences about my field are sufficient" ("disagree", $n = 146$, 40%). "I think the cultural and social activities at the university are sufficient" ("disagree", $n = 154$, 42.2%). "I think the foreign language-learning opportunities at the university are sufficient" ("disagree", $n = 146$, 40%).

Some of the pre-service teachers were "neutral" about the facilities of the university, as follows: "I think the activities of the Centre of Continuous Education are sufficient" ($n = 162$, 44.4%) or "I think there are enough student clubs at the university" ($n = 147$, 40.3%). Pre-service teachers think that activities such as seminars, panels, and conferences are sufficient at the university ($n = 144$, 39.5%). However, they think that the cultural and social activities are insufficient ($n = 154$, 42.2%).

Qualitative Results

The views of pre-service teachers were organized in terms of the interview questions determined by themes. These themes are as follows: effects of cultural and social activities, how to spend time after courses at the university, student club membership, effects of academic activities, feeling like a member of a university, developing oneself, being an effective teacher in a global world, lifelong learning, the Erasmus Student Programme and the effects of being a member of the EU. For the theme of the effects of cultural activities, the most frequent codes repeated by the pre-service teachers and their frequencies are given in Table 2:

Table 2*Pre-service Teachers' Opinions about the Effects of Cultural and Social Activities*

<i>Area Of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>What do you think about the cultural and social activities at your university?</i>	<i>Learning about different kinds of topics (ISS/IP). - They enable teachers to meet people from other fields, which can provide opportunities for individual discussion about other fields (IP). Anxiety of being an intellectual teacher (IS/IT). - ..the student, for instance, may say something about cultural and social issues and if you don't know, this will cause a lack of confidence because the teacher is a role model for him/her (IS).</i>	<i>Being aware of different issues</i>	2
	<i>Acquainted with different points of view (IP/IS). - We can be aware of our skills when we are interested in different issues (IP).</i>	<i>Being a role model as a teacher</i>	2
		<i>Exploring his/her own skills</i>	2

All the pre-service teachers indicate positive thoughts about the effects of cultural and social activities. They believe that social and cultural activities contribute mostly to being a role model as a teacher, being aware of different issues, and exploring one's own skills. They also assert that such activities develop their creativity and they are aware of different issues by means of these activities.

Results of "how to spend time after courses at the university" are given in Table 3:

Table 3*Pre-service Teachers' Opinions about How to Spend Time after Courses at the University*

<i>Area Of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>How do you spend your time at the faculty or university after the courses?</i>	<i>Involvement with various cultural organizations (IS/IT/IC). - We try to join the activities at the Congress Hall (IP).</i>	1. Joining activities	3
	<i>Complaints about the obstacles (IC/ISS/IP/IE) - I think it is because our university doesn't have many places to sit and have fun. Our canteen for example, is very small and stuffy for me; it bores me to sit there (IP).</i>	2. Reasons for not spending time at the university	4

The pre-service teachers stated that academic, cultural and social activities are the reasons for spending time at the campus. However, they mostly prefer to leave the campus after the courses. They listed some reasons for not spending time at the university, such as inadequate announcements and inadequate centres for the activities. Also, they mentioned that they need an effective orientation when they begin their university life.

Student club membership is one of the themes summarized in Table 4:

Table 4*Pre-service Teachers' Opinions about Being a Member of a Student Club*

<i>Area Of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>Are you a member of any student club?</i>	<i>I belong to a student club (IC/IP).</i>	1. Member	2
	<i>I do not belong to a student club (IS/IT/ISS/IE).</i>	2. Not a member	4
	<i>Pointing out the obstacles (IS/IE/ISS) - I didn't hear about them, just heard from my friends. Also, there were too many courses. I didn't want to fail (IS).</i>	3. Reasons	3

Even though two of the interviewees are members of a student club, most of the pre-service teachers do not prefer being involved in a student club. They assert various reasons for that. They complain about insufficient announcements of club activities at the university. Apart from this, pre-service teachers are anxious about losing time. On their last semester, they are not only responsible for heavy tasks but also deal with PSSE (Public Staff Selection Examination) which is necessary for them to be appointed as teachers.

With regard to the effects of academic activities, the interviewees' content included the topics given in Table 5:

Table 5

Pre-service Teachers' Opinions about the Effects of Academic Activities

<i>Area of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>What do you think about the academic activities organized in your university or faculty?</i>	<i>Interactive relationships with people (IT/ISS/IP)</i> - When we are in different settings, there is too much interaction (ISS).	1. Socialization	3
	<i>The process of intellectualizing (IS/ISS)</i> - We definitely learn something, particularly about politics, because the people in front of you are sophisticated, the ones having articles on various issues. (IS).	2. Learning different issues	2
<i>What do you do for your personal development?</i>	<i>Giving importance to the act of reading (IS/IT/IC/ISS/IP)</i> - At least, I tried to read books about my field to develop myself (ISS).	1. Reading a book	5
	<i>Attending different courses (IT/IC/ISS/IP/IE)</i> - I got my computer certification my first year. In the second year, I got a foreign language certificate (IE).	2. Joining certification programs	5

The pre-service teachers think that academic activities are important in terms of socialization and learning different issues. The pre-service teachers mostly prefer reading a book and joining some certification programs to develop themselves. They attend certification programmes, such as computer courses, foreign language and psychodrama. It is interesting to note that pre-service teachers were faced with the dilemma of whether or not to spend time on their development. Fourth-year students are always under pressure because of the PSSE.

As illustrated in Table 6, participants explained their feelings about being a member of a university.

Table 6

Pre-service Teachers' Opinions about Feeling Part of a University

<i>Area Of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>What does it mean "being a university member" for you?</i>	<i>Changing through experiences (ISS/IC/IP/IS/IT)</i> <i>- ..you make so many mistakes and learn from them. When I began my university education, I had lots of prejudices; however, I managed to break them all down (IC).</i>	1. Developing oneself	5
	<i>Meeting people having different characteristics and cultures (IS/IC/IP/IT)</i> <i>- We do so many activities; we become a social person. (IS).</i>	2. Being a social person	4

The pre-service teachers asserted that feeling like they are part of a university means developing oneself and being a social person. They seemed to have positive feeling about being a member of a university with its variety of advantages. They asserted that individuals can be free from their prejudice, empathize with the other people and communicate effectively by having a university education.

Table 7 provides the result of the effective teacher in a global society and lifelong learning:

Table 7

Pre-service Teachers' Opinions about Being an Effective Teacher in a Global Society and the Idea of Lifelong Learning

<i>Area Of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>How do you define "an effective teacher" in a global society?</i>	<i>Importance of learning English (IS/IC/IP/ISS)</i> <i>-...S/He should use ICT, know English, be aware of common values, problems, and politics (IS).</i>	1. To know a foreign language	4
	<i>Emphasize with other cultures (IS/ISS/IP/IC)</i> <i>-.. it is important to know foreign countries, to go there and have similar feelings with the people there (IP).</i>	2. To be acquainted with different cultures	4
	<i>Pointing out rapid changes in the world (IS/IT/IC)</i> <i>- There is development in all fields, and there is no unique truth and information anymore; .. we have to follow the changes (IT).</i>	3. To follow changes and developments	3
<i>How do you define "lifelong learning"?</i>	<i>Getting beyond the limits (IS/IC/IP)</i> <i>- you shouldn't limit yourself by schooling; education should carry on in informal settings, too. (IP).</i>	1. To learn out of school	3
	<i>Learning throughout life (IS/IC)</i> <i>- A person can learn something until his/her death (IP).</i>	2. To learn at every age	2

According to the pre-service teachers, there are various properties that an effective teacher is required to have: knowing a foreign language, being acquainted with different cultures and following changes and developments. It is explicitly

pointed out by most of the participants that lifelong learning means educating oneself outside of school and at every age. Pre-service teachers claimed that development in science and technology and rapid changes in scientific knowledge and lifestyle force people to be lifelong learners. Participants emphasized the importance of learning science and technology and foreign language to become a lifelong learner. This is consistent with their views of an effective teacher in a global society.

Table 8 summarizes the codes of the Erasmus student programme:

Table 8

Pre-service Teachers' Opinions about the Erasmus Student Programme and the Effects of Being a Member of the EU

<i>Area Of Questioning</i>	<i>Core Relevant Narrative Formed From Quotation</i>	<i>Emergent Themes</i>	<i>f</i>
<i>What do you think about the Erasmus student exchange programme?</i>	<i>Visiting other countries and having different experiences (IS/IC/IP)</i> <i>- There are different methods and techniques used for education in other countries. One should go to other places to learn about them (IP).</i>	1.To gain experience	3
	<i>Anxiety of cultural imposition (IT/IC/ISS)</i> <i>-Perhaps it will be a political issue to say but what we call cultural imposition, I think sometimes this is happening also (IT).</i>	2. Negative thought	3
<i>What do you think about Turkey's membership in the EU?</i>	<i>Desperate feelings about the membership and anxiety of cultural imposition (IS/IT/IC/ISS/IP)</i> <i>-Actually, I don't think we can be a member of the EU (IT).</i> <i>- I don't believe that it makes any difference whether we join that organization (ISS).</i>	1. Negative thought	5
	<i>Believe in the benefits of membership (IS/IC)</i> <i>-I believe it will be beneficial in terms of educational reforms (IS).</i>	2. Positive thought	2

The results of the content topic themes of the Erasmus student programme showed that pre-service teachers focused on gaining experience. Although participants developed positive attitudes towards visiting different countries through the Erasmus student programme, they were concerned about brain drain, cultural imposition and assimilation, and bureaucracy. Pre-service teachers have both negative and positive thoughts about being a member of the EU. It is interesting to note that pre-service teachers do not think that Turkey will become a member of the EU in the future. If Turkey did become a member, pre-service teachers disagree with the common idea that being a member of the EU is beneficial for the future of Turkey. They were aware of the importance of EU countries contributing to Turkey's educational system, but some of them claimed that these countries could cause cultural imposition, as indicated by the theme of the Erasmus student programme.

Discussion and Conclusion

The present study investigated the views of pre-service teachers, regarding lifelong learning and university facilities for supporting lifelong learning, who are experienced enough to evaluate university life from both academic and social perspectives. In general, according to the pre-service teachers' views, the facilities supporting a learning culture at their university are insufficient. The most striking finding of this study was that students do not spend time at the campus after their courses, probably due to the claim by pre-service teachers that there are not enough activities for the students at their campus. The results of the study carried out by Çokluk Bökeoğlu and Yılmaz (2007) support the finding of the present study. According to the findings of a research named "The Needs of University Youth", which was carried out by the Community Volunteers Foundation and Düzen from Sabancı University in 2009, youth are willing to gather, socialize and spend their time developing themselves. Also, they demand opportunities and environments that support their personal development and individual learning. To this end, pre-service teachers think that the university campus is not designed to meet those needs. Besides not providing sufficient opportunities for cultural and social activities for student development, universities also lack sufficient centres for such activities, according to pre-service teachers. This can be a significant deterrent to such activities. In a similar study, Erdoğan and her colleagues (2005) confirmed this finding.

It appeared from the data that interviewers do not have an understanding about the students' club functions. Pre-service teachers are neutral to the sufficiency or number of club activities and gave insufficient reasons for their not being a member of any student club. Student clubs are one means for students to socialize. Pre-service teachers can have a chance to interact with other students from different departments and improve themselves culturally. However, consistent with the demographics information of pre-service teachers, they can be said not to be aware of the functions of student clubs.

In some themes (developing oneself, being an effective teacher in a global environment, and lifelong learning), pre-service teachers insisted on the necessity of learning a foreign language. Unfortunately, the data showed that the foreign-

language-learning opportunities at the university were insufficient. This result is consistent with the findings of a study conducted by the Council of Higher Education in 2006 mentioned in the introduction.

In the present study, the pre-service teachers indicated their willingness to attend various certification programmes to develop themselves. It was believed by pre-service teachers that apart from formal education, new skills are essential for a lifelong-learning society, because they are aware that as teachers, they are expected to train their students with different skills required for a global environment. The findings indicate that pre-service teachers are aware of what they should do to develop themselves as lifelong learners; however, they implicitly criticized their university for not providing enough opportunities to make that happen.

Teachers are the crucial elements of the educational system for healthy future generations. When pre-service teachers are trained in a learning culture, they probably continue to improve this culture in their professional life. The results of current research clearly indicate that pre-service teachers still have some problems about the conditions of their faculties. Even though pre-service teachers attempt to join social and academic activities for their personal development, they feel hindered by the facilities of the university from reaching their full potential as a lifelong learner. In this context, the pre-service teachers' social opportunities offered by the university do not support them as an independent learner, in spite of their personal willingness.

As prospective lifelong-learning educators, pre-service teachers should be encouraged by their university. In order to support lifelong learning, a university should firstly enhance the facility opportunities. For instance, more cultural and social activities should be organized, and the campus should be designed according to the needs of students. Secondly, there should be an orientation for both the university setting and the concept of lifelong learning, including student exchange programmes and EU membership. For future studies, researchers should be encouraged to do longitudinal studies in which first to fourth-year students take part in terms of the contributions of the university to lifelong learning. Also, a comprehensive study on lifelong learning, in which faculty management and teacher training can take place, will provide immense contribution to the current literature.

In conclusion, the results of current research clearly indicate that pre-service teachers still have some problems about the conditions of their faculties and universities. They think that the facilities of their university are insufficient, which hinders them from being themselves as a member of the university. This feeling can cause a perception for the students that university life is not a continuing education process but a four-year term for a diploma. However, when the term of lifelong learning is considered, the learning process should never end. If our teacher-training system does not adopt the policy of lifelong learning, the pre-service teachers will graduate with the idea that their education at the university is adequate for them to be effective teachers. Universities should provide essential opportunities to students for their future professional careers and for their development of lifelong-learning skills.

Acknowledgement:

Some part of this research was presented at WCCES (World Council of Comparative Education Societies) XIV WORLD CONGRESS, 14-18 June 2010, Bogazici University, Istanbul.

References

- Albasheer, A., Khasawneh, S., Abu Nabah, A. & Hailat, S. (2008). Perceptions of student teachers towards the effectiveness of co-operating teachers, school principles and university supervisors participating in the teacher education program in Jordan. *International Journal of Lifelong Education*, 27 (6), 693-705.
- Beycioğlu, K. & Konan, N. (2008). Yaşam boyu öğrenme ve avrupa eğitim politikaları. [Lifelong learning and European educational policies] *Elektronik Sosyal Bilimler Dergisi*, 7 (24), 369-382.
- Budak, Y. (2009). Yaşamboyu öğrenme ve ilköğretim programlarının hedeflemesi gereken insan tipi. [Lifelong learning and human type that should be aimed at the primary school curriculum] *GÜ Gazi Eğitim Fakültesi Dergisi*, 29 (3), 693-708.
- Candy, P. C. (1995). Developing lifelong learners through undergraduate education. In L. Summers (Ed), *A Focus on learning* (pp ii-viii). Perth: Edith Cowan University. Retrieved July 01, 2013 from <http://lsn.curtin.edu.au/tlf/tlf1995/candy.html>
- Çokluk Bökeoğlu, O. & Yılmaz, K. (2007). Üniversite öğrencilerinin fakülte yaşamının niteliğine ilişkin görüşlerinin çeşitli değişkenler açısından incelenmesi. [Analysis of university students' views about the quality of faculty life using various variables] *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 40 (2), 179-204.
- Coolahan, J. (2002), "Teacher Education and the Teaching Career in an Era of Lifelong Learning", *OECD Education Working Papers*, No. 2, OECD Publishing. doi:10.1787/226408628504
- Commission of the European Communities (2001). *Communication from the commission. Making a European area of lifelong learning a reality*. Retrieved August 01, 2013 from <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDFC>
- Community Volunteers Foundation (2009). *The needs of university youth*. Retrieved July 01, 2013, from http://www.tog.org.tr/abs/articlefiles/1610-TOG_GenclikArastirmasi.pdf
- Cornford, I.R. (2002). Learning to learn strategies as a basis for effective lifelong learning. *International Journal of Lifelong Education*, 21 (4), 357-368. doi: 10.1080/02601370210141020

- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. The USA: Sage Publications.
- Day, C. (1997). Being a professional in schools and universities: limits, purposes and possibilities for development. *British Educational Research Journal*, 23 (2), 193-208. Retrieved from <http://www.jstor.org/stable/1501810>
- Day, C. (1999). *Developing teachers the challenges of lifelong learning*. London: Falmer Press.
- Dehmel, A. (2006). Making a European area of lifelong learning a reality? Some critical reflections on the European Union's lifelong learning policies. *Comparative Education*, 42 (1), 40-62. doi: 10.1080/03050060500515744
- De La Harpe, B. & Radloff, A. (2000). Informed teachers and learners: the importance of assessing the characteristics needed for lifelong learning. *Studies in Continuing Education*, 22 (2), 169-182. doi: 10.1080/713695729
- Demirel, M. (2009). Lifelong learning and schools in the twenty-first century. *Procedia Social and Behavioral Sciences*, 1, 1709-1716. doi: 10.1016/j.sbspro.2009.01.303
- Demirel, M. (2011). Lifelong learning and its reflections on Turkish elementary education curricula. *Uluslararası Eğitim Programları ve Araştırmaları Dergisi*, 1(1), 87-105.
- Erdoğan, S. , Şanlı, H.S. & Şimşek, B.H. (2005). Gazi üniversitesi eğitim fakültesi öğrencilerinin üniversite yaşamlarına uyum durumları. [Adaptation status of gazi university faculty of education students to university life] *Kastamonu Eğitim Dergisi*, 13 (2), 479-496.
- Higher Education Council (2007). *Öğretmen yetiştirme ve eğitim fakülteleri* [Teacher training and faculties of education]. Retrieved August 01, 2013 from <http://www.yok.gov.tr/content/view/16/52/>
- Jakobi, A.P. & Rusconi, A. (2009). Lifelong learning in the Bologna process: European developments in higher education. *A Journal of Comparative and International Education*, 39(1), 51-65.
- Keung Ho, K. & Hung Yip, K. (2003). Lifelong professional development of teachers: a suggestion for the overhaul of INSET. *International Journal of Lifelong Education*, 22 (5), 533-541. doi: 10.1080/0260137032000081511
- Korthagen, F. A. J. (2004). In search of essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77-97. doi: 10.1016/j.tate.2003.10.002
- Longworth, N. (2003). *Lifelong learning in action: Transforming education in the 21st century*. Great Britain: Kogan Page Limited.
- Medel-Anonuevo, C., Ohsako, T. & Mauch, W. (2001). *Revisiting lifelong learning for the 21st century*. Retrieved August 01, 2013 from <http://www.unesco.org/education/uie/pdf/revisitingLLL.pdf>

- Miles, M.B. & Huberman, M. (1994). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage Publications.
- Ministry of National Education. (2008). *Öğretmen yeterlikleri öğretmenlik mesleği genel ve özel alan yeterlikleri* [Teacher competencies teaching occupation general and specific competencies]. Ankara: Devlet Kitapları Müdürlüğü. Retrieved from <http://otmg.meb.gov.tr/YetGenel.html>
- Ministry of National Education (2009). *The strategy document of lifelong learning*. Retrieved July 28, 2013 from <http://mesbil.meb.gov.tr/genel/hayat%20boyu%20%C3%B6%C4%9Frenme%20dokuman.pdf>
- Özcan, A. (2008). *Avrupa Birliğinin Yaşamboyu Öğrenme Stratejileri*. [Lifelong learning strategies in European Union countries] Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Selvi, K. (2011). Teachers' lifelong learning competencies. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 1(1), 62-69.
- Wang, N. & Morgan, W.J. (2009). Student motivations, quality and status in adult higher education (AHE) in China. *International Journal of Lifelong Education*, 28 (4), 473-491. doi: 10.1080/02601370903031314

Yaşam Boyu Öğrenenler Olarak Öğretmen Adayları: Mesleki Gelişimi Desteklemede Üniversite Olanakları

Atıf:

- Köksal, N. & Çoğmen, S. (2013). Pre-service teachers as lifelong learners: University facilities for promoting their professional development. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 53, 21-40.

Özet

*Problem Durumu:*Bologna Süreci ile birlikte birçok ülke yaşam boyu öğrenme kavramına daha fazla önem verir olmuştur. Yaşam boyu öğrenme, kısaca bireyin kendini geliştirmek adına yaşam boyu gerçekleştirdiği tüm etkinlikler olarak tanımlanabilir. Yaşam boyu öğrenmenin bir amacı da bireyin kendi öğrenmesine katılımını gerektiren kişisel gelişimi sağlamaktır. Hızla değişen günümüz koşulları birçok meslekte olduğu gibi öğretmenlerin de çağa ayak uydurmalarını ve kendilerini geliştiren bireyler olmalarını gerektirmektedir. 2008 yılında yükseköğretim kurumu tarafından tanımlanan öğretmen yeterliklerinden bir tanesi de öğrencilere öğrenmeyi öğrenmelerinde yardımcı olmaktır. Böylesi bir yeterlik her şeyden önce öğretmenin kendi öğrenmesinden sorumlu olmasını gerektirmektedir. Üniversitelerde sadece öğrenenlerin akademik gelişimlerini arttıran bir kurum değil aynı zamanda yaşam boyu öğrenenler olarak onların kişisel, sosyal ve kültürel olarak gelişimlerini destekleyen çeşitli olanaklar sağlayan yaşam alanlarıdır. Öğrenciler

üniversitelerinde yaşam boyu öğrenme kültürünü destekleyici öğrenme ortamlarına ihtiyaç duymaktadırlar. Kütüphane olanakları, teknoloji temelli öğrenme olanakları, öğrenmeyi destekleyici merkezler öğrencilerin üniversitelerinde başvurabilecekleri destek servislerinden bazılarıdır. Üniversitede öğrenmeyi destekleyici ve yaşam boyu öğrenme kavramı için önemli sayılabilecek teknolojik donanım, bilgiye ulaşma, sürekli eğitim merkezleri gibi olanakların olması öğretmen adaylarının yaşam boyu öğrenme ile ilgili algılarını etkileyebilir. Üniversitedeki yaşantıların kalitesi öğretmen adaylarının sürekli gelişen bireyler olarak yetişmelerinde etkili olabilir. Yaşam boyu öğrenmeyi destekleyici bir şekilde öğrenimlerini sürdüren öğretmen adayları mesleki yaşantılarında bu öğrenme kültürünü devam ettirebilirler. Alan yazın incelendiğinde yaşam boyu öğrenme ile ilgili birçok çalışmaya rastlanmaktadır. Ancak öğretmen adayları ile ilgili sınırlı sayıda çalışma yer almaktadır.

*Araştırmanın Amacı:*Bu araştırmanın amacı, öğretmen adaylarının üniversite olanakları ve yaşam boyu öğrenme ile ilgili görüşlerini incelemektir.

*Araştırmanın Yöntemi:*Araştırma karma desen olarak tasarlanmıştır ve eş zamanlı çeşitleme stratejisi kullanılmıştır. Bu çerçevede nicel ve nitel veriler eş zamanlı olarak analiz edilerek bulguların birbirlerini desteklenmesi amaçlanmıştır. Öğretmen adaylarının üniversite olanakları ile ilgili görüşlerini incelemek için araştırmacılar tarafından geliştirilen 20 maddelik “Öğrenmeyi Desteklemede Üniversite Olanaklarına İlişkin Öğrenci Görüşleri” başlıklı bir ölçme aracı kullanılmıştır. Araştırmanın nicel verileri Pamukkale Üniversitesi Eğitim Fakültesi'nin farklı bölümlerinde öğrenim gören 365 öğretmen adayından elde edilmiştir. Öğretmen adaylarının yaşam boyu öğrenme ile ilgili görüşlerine ilişkin veriler ise, yine araştırmacılar tarafından geliştirilen ve yaşam boyu öğrenme kavramı ile ilişkili olabilecek sorulardan oluşan yarı yapılandırılmış görüşme formu aracılığı ile toplanmıştır. Görüşmelere farklı bölümlerde öğrenim gören altı öğretmen adayı katılmıştır. Veriler 2010 bahar yarıyılında araştırmacılar tarafından toplanmıştır. Nicel verilerin analizinde frekans ve yüzde gibi betimsel istatistik teknikleri kullanılmıştır. Görüşmelerden elde edilen veriler betimsel analizi ile analiz edilmiştir.

*Araştırmanın Bulguları:*Araştırmanın bulgularına göre öğretmen adayları üniversite olanaklarını yetersiz bulmaktadırlar. Araştırmanın en göze çarpan bulgusu, öğrencilerin ders dışındaki vakitlerini kampüste geçirmeyi tercih etmemeleridir. Bu bulgu, araştırmanın bir başka bulgusu olan öğrencilerin üniversitede zaman geçirecek mekânları yetersiz bulması ile desteklenmektedir. Öğretmen adaylarının büyük bir kısmı kendilerini üniversiteli gibi hissetmemektedirler. Ayrıca araştırma bulguları öğretmen adaylarının öğrenci kulüplerinin işlevlerini yeterince anlayamadıklarını göstermektedir. Adaylar kültürel ve sosyal etkinliklerin bireysel gelişime olumlu katkıları olduğunu, ancak üniversitelerinin bu etkinlikleri düzenlemede yetersiz kaldığını düşünmektedirler. Öğretmen adayları etkili iletişimi üniversite öğrencisi olmak kavramıyla özdeşleştirmişlerdir. Öğretmen adayları yabancı dil öğrenmenin önemine değinirken üniversitenin bu anlamdaki olanaklarının yetersizliğini dile getirmişlerdir. Öğretmen adaylarına göre küresel bir dünyada etkili öğretmen entelektüel, değişiklik ve gelişmeleri takip eden, evrensel

bilgiye sahip, farklılıklara saygılı bir bireydir. Yaşam boyu öğrenmeyi her yaşta öğrenme ve okul dışında da öğrenme gibi ifadelerle tanımlayan adaylar, toplumsal ve teknolojik gelişmelerin bireyi yaşam boyu öğrenmeye zorladığını; etkili bir öğretmenin de yaşam boyu öğrenmenin gerektirdiği yabancı dil bilme, bilgi ve iletişim teknolojilerine hâkim olma gibi özelliklere sahip olması gerektiğinin altını çizmişlerdir. Öğretmen adayları Erasmus Öğrenci Değişim Programını farklı kültürlerin ve farklı ülkelerin eğitim programlarının tanınması açısından faydalı bulsalar da kültürel olarak asimilasyona yol açabileceği konusunda endişelerini dile getirmişlerdir. Benzer görüşler Türkiye'nin Avrupa Birliği'ne girişi için de vurgulanmıştır. Öğretmen adayları bir öğretmenin gelişen çağa ayak uydurabilmek için kendini geliştirmesi ve yaşam boyu öğrenen bir birey olması gerektiğinin farkındadırlar. Bu gelişim için sosyal, kültürel ve akademik etkinliklere katılım, sertifika programlarına katılım, yabancı dil öğrenme gibi adımları sıralamışlardır. Ancak adaylar üniversitedeki olanakların kendilerini geliştirmek için yeterli olmadığını özellikle vurgulamışlardır.

Araştırmanın Sonuçları ve Önerileri: Araştırmanın bulgularına göre, öğretmen adayları yaşam boyu öğrenme kavramının önemini takdir etseler de üniversitedeki öğrenmeyi destekleyici olanakları yetersiz bulmaktadırlar. Araştırma bulguları ışığında şu öneriler getirilebilir: Üniversite yönetimi öğrenciler için daha fazla sosyal ve kültürel etkinlik düzenleyebilir. Kampüs ortamı öğrencilerin ihtiyaçları doğrultusunda düzenlenerek öğrencilerin kendilerini üniversitenin bir parçası olarak hissetmeleri sağlanabilir. Sürekli Eğitim Merkezi, programlarını öğrencilerin ulaşabileceği bir şekilde düzenleyebilir. Bu ulaşılabilirlik hem daha fazla duyuru ile hem de maddi olarak öğrencilere uygun düzenlemeler şeklinde olabilir. Mesleki gelişim için önemli olan yaşam boyu öğrenme ve bu kavramla ilişkili diğer kavramlar hakkında öğrencilere bilgilendirici seminerler verilebilir. Araştırma boylamsal bir şekilde yürütülerek öğrencilerin birinci sınıftan dördüncü sınıfa kadar olan gelişimleri gözlemlenebilir. Ayrıca öğretim elemanları ve yönetimdeki bireylerin dâhil olduğu bir araştırma yürütülebilir ve onların da görüşleri alınabilir.

Anahtar Sözcükler: yaşam boyu öğrenme, yaşam boyu öğrenen, öğretmen adayları, üniversite olanakları, yükseköğretim